



Governors' Annual Report 2019/2020

This is the Governors Annual Report for the school years 2019/2020 containing information on Governors meetings held during this period. A summary is also included of meetings held in the most recent months (academic year 2020/2021) as we have found from feedback from yourselves that you have found this information of interest. Due to the Covid 19 pandemic the past year has been a challenging time for schools and the community with many normal activities being suspended, including a significant period of school closures.

The Chair of the Governors is Reverend Andrew Sully, Rectory, Church Walks, Llandudno. Conwy. LL30 2HL
 The Vice Chair of the Governors is Cllr Louise Emery Jones c/o Ysgol San Sior, Church Walks Llandudno
 The Clerk to the Governors is Mrs Lindsey Williams c/o Ysgol San Sior, Church Walks Llandudno

The following represented the Board of Governors:

NAME	ROLE	TERM
Ian K Jones	Headteacher	Whilst in post
Terry Dewar	Community Governor Llandudno Town Council	4 years from date of appointment
Cllr Louise Emery Jones (Vice Chair since September 2019)	LEA Governor	Current term ends 09/2022
Mark Richardson	Parent Governor	4 years from date of appointment
Lisa Jones	Teacher Governor	4 years from date of appointment
VACANT	Staff Governor (non teaching)	VACANT since January 2020
Reverend Andrew Sully (Chair since September 2019)	Foundation Governor	4 years from date of appointment
Roz Harrison	Foundation Governor	4 years from date of appointment
Vicky Ford	Foundation Governor	4 years from date of appointment
Julie Harvey	Foundation Governor	4 years from date of appointment
Gavin Roberts	Foundation Governor	4 years from date of appointment
Gwyneth Hughes	Foundation Governor	4 years from date of appointment
Henry Evans	Foundation Governor (parent) <i>new appointment</i>	4 years from date of appointment
Charlotte Jones	Foundation Governor (parent) <i>resigned</i>	4 years from date of appointment
Lindsey Williams	Clerk to the Governors	Whilst in post

Also invited to meetings in an advisory capacity is the Diocesan Director of Education:
 Anest Evans (Diocesan Director of Education)

Summary of Meetings held:

Full Governors meeting held on 19th June 2019 @ 17:30 at San Sior:

- Admissions Policy
- ALN Policy & Parent Information booklet
- School Target feedback
- Links with Church
- Safeguarding
- Health & Safety
- School Uniform Shop
- School maintenance – roof and toilets

Full Governors meeting held on 25th September 2019 @ 17:00 at San Sior:

- New Chair and Vice Chair voted in
- Repairs to the school – boundary wall, toilets, storm damage
- Presentation of the headteachers report
- Model Recruitment and Oversubscription policies adopted
- Links with Church
- Safeguarding
- Health & Safety
- Budget presentation

Full Governors meeting held on 27th November 2019 @ 17:00 at San Sior:

- Feedback on Milestone Day
- Presentation of the headteachers report
- Policies to be adopted – Pay, Additional Learning Needs, Admissions, Safeguarding, Transition to Ysgol John Bright, Recruitment
- Links with Church
- Safeguarding
- Health & Safety
- Budget

Full Governors meeting held on 22nd January 2020 @ 17:00 at San Sior:

- Whistleblowing policy to be adopted
- Hwb training for Governors
- One World Presentation
- Presentation of the headteachers report
- Health & Safety
- Links with Church

Full Governors meeting held virtually on 20th May 2020 @ 10:00 via Zoom:

- Building works at school
- Finance meeting
- Nursey intake
- Wellbeing
- Remote school work for pupils
- Education in the future, following school closures and pandemic changes
- Clwb San Sior

Full Governors meeting held virtually on 14th October 2020 @ 14:00 via Zoom:

- Premises health & safety – drop and collection
- Breakfast Club
- Afterschool Cub
- Staffing
- Admission
- Finance
- Covid Hardship Fund
- Attendance
- Pupil behavior

- School/Eco Council
- Safeguarding
- Links with Church
- Learning progress
- Targets

Links with the Community

Prior to the Covid19 pandemic restrictions, Reverend Andrew held regular Collective Assemblies at the school and these are well received. Reverend Andrew is a regular visitor to the school and a very positive rapport has developed.

The School has established a Twitter account for the school to share with the community information about the life of the school. Content is regularly posted and the school currently has nearly 2000 followers.

The school was filmed for ITV Coast and Country and the episode aired on 12th December 2019. The school was also filmed for an education item for UNESCO.

Carols around the Christmas tree was held on Thursday 19th December 2019 as a community event at the Church. Workshops were also held at Holy Trinity Church and St Tudno's Church.

Year 6 have visited each school in the cluster to demonstrate the school values and actions relating to Climate Change as part of their work on the United Nations 17 Sustainability Goals,

Wyuau San Sior is an enterprise created by the school to sell eggs from the school's flock of hens. 100,000 eggs have been produced since the project was started. The school has linked with Bodnant Welsh Food Centre to sell its eggs and chutney while further retail outlets are selling eggs for the school.

The school has previously sold its honey at Conwy Honey Fair. Fantastic feedback has been received for the pupils and the honey from the September 2019 fair. The pupils were amazing ambassadors for the school. The most recent Honey Harvest (Autumn 2020) was a staggering 43.5kg of honey and all sold within a week direct from the school.

In 2019 the Cyanotype greetings card business made a gross profit of £2000 and cards are now stocked at many outlets.

The Bee Mindfulness Project was set up by Year 2 pupils with bee bracelets made by the children. The range has also been extended to include mugs. A percentage of the profits are donated to Mindful / Wellbeing Charities with 10% of the proceeds donated to the Young Minds Charity. In the month of September 2020, £200 was donated to Aberconwy Mind and £250 was donated to Young Minds. Year 2 pupils have visited many retail establishments promoting the project and held a sale at the Councils Coed Pella building.

Year 6 pupils have sold exotic plants that they have grown from seed.

Ysgol San Sior is a carbon neutral school with 40 tonnes of carbon dioxide offset. Ysgol San Sior has been named the first Kindness School in Wales with Ian Jones as a Kindness Ambassador. The Kindness Book scheme has been implemented (one book per year group) which give the children the opportunity to record acts of kindness that they witness.

In the academic year 2018/2019 Ysgol San Sior was awarded:

- Best Primary Enterprise in Wales by the Welsh Government
- Best Primary Enterprise Class in North Wales
- Best Primary in Daily Post area
- Best School Gardens in Wales for the third year running (Competition run by Wales in Bloom)
- Gold* in the Llandudno in Bloom Competition

Lisa Jones was nominated for the Inspirational Teacher of the Year Award.

Sport

The Covid19 pandemic restrictions have curtailed the vast majority of normal sporting events such as sports day and after school/lunchtime sports clubs.

Attendance

Attendance 2019/2020 was 94.8% and below the school's target of 96%, excluding the Nursey class the attendance figure was 95%.

Attendance since September 2020 is 93.13% (includes Nursery) compared with 89.76% during same period last year. This is surprising as one would expect the opposite due to the Covid19 pandemic but may be explained by less unauthorised holidays and parents keen on keeping children in school after the long closure period and if they themselves are working from home.

Each term we scrutinise the attendance figures and parents whose children have an attendance figure lower than 90% are contacted and a certificate awarded to pupils who have an attendance of 100%. The school has endeavored to reduce lateness at the school with late pupils arriving at the main door to the school only and are registered here by the secretary. Parents of children who have an unexplained absence are contacted on the day. Staggered start and finish times as well as different drop off/collection procedures were introduced at the start of the Autumn 2020 term due to the Covid19 pandemic restrictions.

The Governors have considered that unless an attendance target of 95% is achieved by the children of the current academic year then it may withdraw authorised absences for holidays. It was also agreed in the Autumn on 2020 that any term time holiday requests be considered as unauthorised due to the Covid19 pandemic restrictions and the pupil contact time lost whilst the school was forced to close.

The school admissions policy has been reviewed in the last year and a 'distance ties breaker' has been included in order to assist the admissions process when there are oversubscribed places.

Academic Achievement

The Accelerated Learning Grant amounted to £7,000 (September 2020 – March 2021). This will be divided equally between FPh and KS2 and used to employ TAs to work with children in smaller groups to works on areas that need attention identified by the teacher. If possible existing TA hours will be extended thereby avoiding the need to employ more personnel. The success of this deployment can then be measured when the children are re-assessed.

It is clear that some children are in need of additional support following months away from school due to the Covid19 pandemic restrictions. This is particularly evident in some of the younger year groups. Not all children have suffered academically and in some cases the dip in achievement will be easily rectified following some direct interventions.

While it is still statutory to report on progress against our School Development Planning (SDP) priorities this year, it will be very difficult to do so following the Covid19 pandemic restrictions and in particular the school closures. What has been advised is that we provide a very brief overview of progress towards our original priorities up to mid-March 2020 and then progress against the following:

Distance Learning

- In line with Welsh Government repurposing of schools, we have continued to act as a hub, for pupils of key workers to attend.
- All our staff have had to develop a good understanding of what effective distance learning should look like and have had to adapt their plans accordingly in order to ensure the best experiences for our pupils.
- All our staff have collaborated either within the school or across schools to develop a consistent distance learning approach and planned a variety of models (based on research) that suit the local needs of our pupils.
- All our staff have been upskilled to ensure that they make the health and wellbeing of all our pupils a priority. This ensures that plenty of time is allocated in the timetable for pupils to take part in physical activity, interact with family or connect socially with friends. Staff have become increasingly creative in delivering these programmes, including the use of outdoors.

- In some situations we have strengthened connections between the school and the home and as part of this have developed a tiered approach for regular contact with all learners. This has been through phone calls to parents, phone calls to pupils and also individual responses when needed e.g. paper work packs and letters.
- The school has developed clear protocols with all staff to ensure regular engagement with all learners and follow up those which find it harder to engage through phone calls to check on wellbeing.
- All our staff have shown resilience and flexibility in their ability to react in a very short time to the environment within which they are now working and the experiences the pupils have received from distance learning have been rich and varied.
- As a school we have worked with our families to minimise digital exclusion through providing devices where needed. This has ensured that the learning for our pupils has not suffered.
- As a school we have identified barriers and challenges with distance learning and worked hard to overcome these e.g. through upskilling our staff with digital learning, delivering paper copies of work or providing devices where needed.
- As a school we have identified what has worked well with us and why and shared this good practice amongst our team. E.g. regular staff discussions, clear guidelines for staff on work to set and a whole school approach to staff /learner engagement.

Professional Learning

- All our staff have engaged in relevant and timely Professional Learning during this period in order to ensure that they have a firm understanding of what effective distance learning should look like. This has included weekly cluster meetings, head teachers forums, subject specific training, developing distance learning models within teams or across clusters, developing blended learning models.
- As a school staff we have learned from national and international research and models on how to further develop effective DL.
- All our staff have enhanced their digital skills in order to support and promote the Distance Learning (DL) offered – this has included, for example how to set work on google classrooms or seesaw, how to respond remotely to pupils work, how to use various applications within the Hwb platform in order to ensure that learning is interesting, engaging and fun.
- As head teachers we have had support and PL from the Local Authority and GwE to ensure that we have a rigorous Risk Assessment in place in order to ensure safe return of pupils to our class.
- All our staff have had the opportunity to engage in Webinars facilitated by GwE on how to use the various digital tools within the Hwb platform in order to enrich learning experiences.
- As a school we've started learning the difference between DL and BL and adapting our plans as understanding of effective pedagogy and design develops.

Curriculum for Wales

- During these last months, the school has taken opportunities to collaborate with local schools, in and out of the cluster. Relationships have strengthened during this time as leaders have worked together to develop collective responsibility in face of the challenges presented.
- As a school, staff have had the opportunity to engage with the Health and Wellbeing AoLE within CfW to develop their own understanding. Many staff have begun to consider the implications of this on learning opportunities and experiences for their learners.
- During this time of national curriculum suspension, all staff have had the opportunity to identify the learning priorities for our school and as a result, design learning and experiences to meet the needs of our learners and in line with the Four Purposes of CfW.
- The school has further strengthened home-school relationships as parents have been involved in understanding and supporting the curriculum offer to learners during this time. Learner voice has also increased over this time as learners have been able to have greater choice and input to their work and the school has responded to feedback to adapt provision when appropriate.

Schools as Learning Organisations

- During the lockdown our opportunities to work as a learning organization have strengthened and developing the 4 transversal themes of Time, Thinking Together, Trust and Technology has been crucial.
- Promoting team learning and collaboration among staff has been key to ensuring that we are able to deliver effective distance learning to all our students.
- During this period, more than ever, we have had to ensure continuous learning opportunities for all staff in order to ensure that they are able to deliver effective distance learning and to use technology creatively in order to facilitate this distance learning.
- We have had to develop our culture of enquiry, innovation and exploration in order to adopt the correct learning models for our schools in our situation. This is the only way that we can ensure that the distance learning is bespoke to our locality.

- Working with partner schools within the cluster, the Local Authority and GwE has been key during the lockdown period – further developing how we learn with and from the external environment and wider learning system.
- As an school we have developed processes, strategies and structures that have allowed us to learn and react effectively in this uncertain and dynamic environment e.g. clear systems, regular dialogue and knowledge sharing amongst staff for identifying learner engagement and non-engagement.

Additional Learning Needs Report

During the COVID-19 pandemic, children with ALN were able to access support from the authorities ALN services which worked together to bring a single point of access service. A flier was sent out to all parents listing the telephone number that they could ring for further support. Class teachers were also in contact with their pupils and any concerns that were raised were passed onto the ALNCO who advised or referred on to relevant parties.

In response to the COVID pandemic, school has been given money to use so that additional support can be put in place to support those children who need to 'catch up' on their education due to school closures.

There is a robust intervention support package in place for all children, who since being assessed on returning to school, have scored between, 85-90 (catch up) and below 85 (additional support with targeted interventions).

Interventions currently being offered in school are as follows:

Reading:

Headsprouts – pupils with SS <85 (twice a week)

Daily Diary – pupils SS <85

Catch up literacy – pupils SS 85-90

Spelling/phonics:

Direct phonics – pupils SS <85

Daily Diary – pupils SS <85 (including simultaneous oral spelling)

Spelling and Reading

Snip Literacy – pupils SS <85

Maths

Basic skills (+, -, x, ÷), place value, counting – pupil SS <85

Catch up pupils (85-90) work differentiated accordingly in class and TA/Teacher input where required.

ELSA

School is fortunate to have two ELSA's in school, who will support children as and when required. This year we have also employed the services of School based Counselling for a few children.

Conwy authority has now started to roll out information in preparation for the new ALN transformation in September 2020. Gill Owen (ALNCO) will be attending training every half term where information will be shared about the implementation. The first forum was on November 19th. By September 2021 all pupils in year groups: Nursery, Year 1, Year 3, Year 5, who currently require provision beyond which school can give (i.e. not classed as universal provision – quality first teaching) will need to be converted to an IDP (Individual Development Plan), this will be done in school by the ALNCO in conjunction with the class teacher. Under the new code a child with a known disability who does not need provision above and beyond universal provision within the school will not be on the ALN register. The focus of this year will be ensuring pupils with additional learning needs have one page profiles in place as these will be a focus of the new IDP. The one page profile needs to be written in such a way that the child could be identified from the description without the need of a name or photo. Gill Owen (ALNCO) has put herself forward to become a PCP champion and the first briefing on this will be held on December 10th 2020

Special Educational Needs List

	School Action	School Action Plus	School Action Plus Contract	Statement
Nursery			1	
Reception		1		
Year 1		2		
Year 2		1		1
Year 3		3		1
Year 4		2		
Year 5	7			
Year 6	1	4		

Financial Allocation 2019/20 (see separate document)

Ysgol San Sior Our One World School Pledge

We will do the right thing, not for recognition, but for the right reasons

We will make sure that our actions speak louder than words

We will show care and respect for everyone, including ourselves

We will be good role models and model good manners

We will trust others and treat others as we expect to be treated

We will think before we act

We will appreciate all that we have and share when we can

We will use our hands to show kindness and friendship and respect each other's personal space.

"Kindness is the language that the deaf can hear
and the blind can see."

Dyddiadau Gwyliau Ysgol a Dyddiau Hyfforddiant Mewn Swydd 2020-2022



School Holiday Dates and Staff Training Days 2020-2022

HYDREF	2020-21	2021-22	AUTUMN
Dechrau'r Tymor	01/09/20	01/09/21	Term Start
* Hyfforddiant Mewn Swydd	01/09/20 05/10/20	01/09/21 IG/TBC	* Staff Training Day
Cau Hanner Tymor	16/10/20	22/10/21	Half Term Close
Agor Hanner Tymor	02/11/20	01/11/21	Half Term Open
Diwedd Tymor	18/12/20	22/12/21	End of Term
GWANWYN			SPRING
Dechrau'r Tymor	04/01/21	06/01/22	Term Start
* Hyfforddiant Mewn Swydd	04/01/21	06/01/22	* Staff Training Day
Cau Hanner Tymor	12/02/21	18/02/22	Half Term Close
Agor Hanner Tymor	22/02/21	28/02/22	Half Term Open
Diwedd Tymor	26/03/21	08/04/22	End of Term
HAF			SUMMER
Dechrau'r Tymor	12/04/21	25/04/22	Term Start
* Hyfforddiant Mewn Swydd	12/04/21	25/04/22	* Staff Training Day
Dydd Gwyl Fai	03/05/21	02/05/22	May Day
Cau Hanner Tymor	28/05/21	27/05/22	Half Term Close
Agor Hanner Tymor	07/06/21	06/06/22	Half Term Open
* Hyfforddiant Mewn Swydd	IG/TBC	IG/TBC	* Staff Training Day
Diwedd Tymor	20/07/21	20/07/22	End of Term

* SYLWER: Dyddiadau Hyfforddiant Mewn Swydd

Argymhellion yw'r dyddiadau hyn a gallant amrywio o fewn ysgolion Conwy - cysylltwch ag ysgol eich plentyn am gadarnhad.

* NOTE: Staff Training Days

These are recommended dates and may vary within Conwy schools – please confirm with your child's school.